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## ABSTRACT

Described is a graduate interdisciplinary seminar held at the University of South Florida from September 1972 through June 1973 on the prevention of learning and behavior problems in young children. Faculty members from the areas of anthropology, guidance, special education, early childhood, and linguistics led presentations and discussions on topics such as the following during Quarter 1: linguistics, anthropology, structure of American English, stages in the acquisition of language, the social structure of language, and children's dialects; topics such as the following during Quarter 2: case study as an approach for understanding the child, the management of dialects in the schools, black-white discrimination, socially conditioned perception, and differences in child rearing practices; and discussion groups focusing on either anthropology, linguistics, or pedagogy during Quarter 3. Seminar evaluation results show highly positive reactions from both faculty and students at the conclusion of the seminar. Also included are abstracts of the seminar topics and the feedback rating scale used to evaluate the seminar. (DB)

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Interdisciplinary Seminar  
for the Prevention of Learning and Behavior Problems  
Among Young Children\*

S. P. Singh, Associate Professor  
Project Director

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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Interdisciplinary Faculty

1. Dr. Roger Cole - Linguistics
2. Dr. Donald Ferguson - Guidance
3. Mrs. Jean Gowen - Sp. Ed./Early Child.
4. Professor Robert O'Hara - Linguistics
5. Mrs. Jean Stovall - Sp. Ed./Early Child.
6. Professor Patricia Waterman - Anthropology

EPDA Fellowship Students

1. Miss Kathryn Breen
2. Mrs. Retha Cooper
3. Mrs. Edwina Cowart
4. Mrs. Marsalette Griffin
5. Miss Carol Hanratta
6. Miss Cathleen Reagan
7. Mr. Watts Sanderson
8. Miss Nora Sullivan
9. Miss Deborah Thompson
10. Miss Jeneane Tune

Research Assistants

1. Miss Virginia Arnold
2. Mrs. Linda Denison

ED 0070 340

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## REVIEW, CONCEPTUAL DESIGN AND RESULTS

S. P. Singh

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A critical review of the program objectives\* and discussion with staff was conducted during the month of December, 1971. During this period it was felt that the question of prevention of learning and behavior problems is too complex and would require persuasive effort of multiple disciplines. Under the assumptions that learning (adaptation and acquisition) and behavior as forms of manifestation are effected by social milieu and occur in a developmental fashion, it seemed necessary to 1) analyze the multivariant factors effecting children's social behavioral manifestations within a pluralistic cultural context such as the U.S., and 2) synthesize the developmental factors effecting language formation such as English. It was felt necessary to conduct an interdisciplinary seminar which could open new avenues in the search for a solution to such a problem. In addition to these it was also felt that such a seminar could acquaint graduate students with the multiplicity of approaches and conceptual variations between and among academic disciplines (Anthropology, Linguistics and Pedagogy\*\*). In January, 1972, an Interdisciplinary Professional Advisory Committee was formed. The process of

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\*Program objectives are specified in training grant proposal funded by BEPD, U.S.O.E., Washington, D.C. A copy for preview may be obtained from the Resource Room, FAO 254, College of Education, U.S.F., Tampa, Florida.

\*\*These three disciplines were chosen for the simple reason that the program objectives as described in grant proposal comprise of three basic components, i.e., cultural and contextual, language, and strategies to teach.

developing such a committee was informal contact with faculty in different departments. The following areas were represented:

1. Pedagogy
  - a. Early Childhood
  - b. Special Education
  - c. Curriculum
  - d. Educational Psychology
  - e. Guidance
2. Linguistics
  - a. Sociolinguistics
  - b. Psycholinguistics
3. Anthropology
  - a. Physical Anthropology
  - b. Cultural Anthropology

During the period of January, 1972, through July, 1972, the Committee devoted its time in developing the cohesiveness among its members. In the process the Committee members decided to involve themselves in an interdisciplinary seminar with graduate students of EPDA project. Furthermore, it was unanimously decided that all the faculty with Anthropology, Guidance, Special Education, Early Childhood and Linguistic backgrounds would participate two hours each week for three quarters beginning September, 1972, through June 10, 1973. One of the single most important performances of the Committee has been to mandate upon itself to work together for a common cause through exploration of different facets of disciplines and their contributions in the early alleviation of developmental learning and behavioral disabilities among children, without any monetary gain (all the participants had volunteered their services).

During Quarter I the following topics were discussed (details of each topic are available on cassette tapes and abstracts are attached with this report).

1. Introduction to Linguistics
2. Introduction to Anthropology
3. The Structure of American English I
4. The Structure of American English II
5. Stages in Acquisition of Language
6. Social Structure of Language
7. a) Principles and Conditions Related to Learning and Behavioral Changes  
b) Case Study - An Approach
8. Generalizations - Regardless of Field Linguists' Point of View
9. Relevant Classes and Types of Communication
10. A Frame of Reference for Social Structure of Language
11. Discussion of Barbara Love's Speech - "Children's Dialects: Some Implications for Teaching in Urban Schools"

Supportive Materials:

- a. Bibliography on Black English
- b. Tape on Barbara Love's Speech

At the end of Quarter I (December, 1972) the first Inter-disciplinary Committee and EPDA students met to work out plans for Quarter II. A summary of the areas of discussion for Quarter II were:

1. Case study as an approach for understanding child and his/her performance.
2. How do we keep dialects in the schools?
3. How do we treat dialect in the schools?
4. What can we do about parents and children that use different dialects?
5. Discussion of black-white discrimination.
6. Bring in and discuss attitudinal questionnaire about teaching and dialects in school.
7. How is learning of concepts affected by type of language or dialect used?
8. What is socially conditioned perception?
9. What are some differences in child-rearing practices.
10. Feeling about schools - attitudes. Should we take an opportunity to share feelings and anxiety with each other.
11. How are norms established for children?

The above topics were finally formulated into two major interdisciplinary areas:

1. Discussion related to attitude
2. Case study (child study) an approach as perceived and practiced by Linguistics, Guidance and Anthropology.

For the first major area (details are available on cassette tapes) the EPDA fellowship students and staff brought to the seminar three faculty members, Drs. Russell Johnson, Milton Kleg and John Olson, as guest speakers. Dr. Johnson introduced an approach that can be used for boundary breaking; Dr. Kleg elaborated on his paper - "Ethnic Relations: Dare Teachers Attempt to Humanize Themselves, Much Less Social Studies"; and Dr. Olson discussed the approach - Participant Observation - as one of the essential skills for teachers within a pluralistic cultural context.

For the second major area (case study-child study approach) the following content areas were proposed:

Linguistic Approach to Case Study - Drs. O'Hara, Cole, Singh

1. to deal with raw data from fieldwork experiences
2. to be able to understand language and phonology
3. to acquire experience at transcribing language
4. to find what components make up a dialect
5. to discover what extent it might be possible to determine if students have measurable retardation
6. to be able to compare the linguistics of different cultures within the fieldwork setting
7. this information could be used for the development of language games, code switching or other resources
8. open to suggestions

Case Studies in Education and Culture - Professor Waterman

1. to work with a series of books on various cultures (short books)
2. Japanese School, German School, American Indian, Blacks (Big City), New Guinea, Amish and others, also open to suggestions
3. to see how one works with different cultures within school situations, class situations
4. how does the school fit into the entire community
5. different ethnic comparisons
6. students could work individually or within groups

Psycho-Educational Case Study - Drs. Ferguson, Singh

1. look at one model for doing child study
2. problems centered and follow a scientific investigation process
3. deal with four general areas:
  - a) identification, clarification of problem
  - b) analysis of causes
  - c) developing suggestions for solutions
  - d) follow up

During the last Quarter the group divided itself into three specific groups, i.e., Anthropology, Linguistics and Pedagogy, for approximately five weeks. Following specific group meeting sessions all three groups met together to share each other's experience of specific group.

Results: At the conclusion of the seminar a questionnaire (see Appendix B) was used to gain exploratory information for overall feedback. There were twenty-two major items related to the topics discussed during the year. Each topic was rated on a five point scale in three parts (level of presentation and discussion, importance of topic, and level of comprehension. The information gathered were tabulated under seven major clusters as follows: (see attached Tables I-VII)

1. General Interdisciplinary Topics
2. Topics Related to Change in Attitude
3. Linguistic Approach to Case Study
4. Case Study in Education and Culture
5. Psycho-Educational Case Study Approach
6. Topics Related to Anthropological Concepts
7. Group Construction and Participation

An analysis of the information gathered reveals an overall successful completion of the seminar. Almost all topics were rated above average to far above average and in practically all instances except few exceptions variation range was at minimum. However, we must accept the limitations of the seminar. There is a need for further elaborate study with some pre-post measures. Nevertheless, it was quite evident during personal interviews between Project Director, faculty and students that 1) faculty desires such an effort and 2) students had in most cases for the first time during their college work a chance to interact with faculty from multiple disciplines for almost a year.

Table I General Interdisciplinary Topics

| Item | Presentation and Discussion |     | Importance of Topic |     | Level of Comprehension |     |
|------|-----------------------------|-----|---------------------|-----|------------------------|-----|
|      | $\bar{X}$                   | R   | $\bar{X}$           | R   | $\bar{X}$              | R   |
| 1    | 4.4                         | 4-5 | 4.2                 | 3-5 | 3.7                    | 3-5 |
| 2    | 4.5                         | 4-5 | 3.5                 | 3-5 | 4.1                    | 3-5 |
| 3    | 4.0                         | 3-5 | 3.86                | 2-5 | 3.46                   | 3-5 |
| 4    | 4.0                         | 3-5 | 3.86                | 2-5 | 3.4                    | 3-5 |
| 5    | 4.3                         | 4-5 | 4.4                 | 4-5 | 3.78                   | 3-5 |
| 6    | 4.26                        | 3-5 | 4.3                 | 4-5 | 4.0                    | 3-5 |
| 7a   | 3.86                        | 3-5 | 3.7                 | 2-5 | 3.6                    | 2-5 |
| 7b   | 3.4                         | 2-4 | 3.46                | 2-5 | 3.46                   | 2-5 |
| 8    | 3.46                        | 2-4 | 3.67                | 1-5 | 3.3                    | 2-5 |
| 9    | 3.78                        | 3-5 | 3.78                | 3-5 | 3.57                   | 2-4 |
| 10   | 3.7                         | 3-5 | 3.6                 | 3-5 | 3.47                   | 2-5 |
| 11   | 3.9                         | 2-5 | 4.15                | 3-5 | 3.8                    | 2-5 |

Table II Topics Related to Change in Attitude

| Item | Presentation and Discussion |     | Importance of Topic |     | Level of Comprehension |     |
|------|-----------------------------|-----|---------------------|-----|------------------------|-----|
|      | $\bar{X}$                   | R   | $\bar{X}$           | R   | $\bar{X}$              | R   |
| 12a  | 4.4                         | 3-5 | 3.8                 | 3-5 | 4.4                    | 3-5 |
| b    | 3.6                         | 2-5 | 4.13                | 2-5 | 3.57                   | 1-5 |
| c    | 3.5                         | 3-5 | 4.14                | 3-5 | 3.71                   | 3-5 |
| d    | 2.86                        | 1-5 | 3.57                | 2-5 | 3.79                   | 3-5 |

Table III Linguistic Approach to Case Study

| Item | Presentation and Discussion |     | Importance of Topic |     | Level of Comprehension |     |
|------|-----------------------------|-----|---------------------|-----|------------------------|-----|
|      | $\bar{X}$                   | R   | $\bar{X}$           | R   | $\bar{X}$              | R   |
| 13a  | 3.86                        | 3-4 | 4.0                 | 3-5 | 3.83                   | 3-5 |
| b    | 4.0                         | 3-5 | 4.25                | 3-5 | 3.83                   | 3-5 |
| c    | 3.4                         | 3-4 | 3.17                | 2-4 | 3.75                   | 2-5 |
| d    | 4.17                        | 4-5 | 4.0                 | 2-5 | 3.4                    | 2-4 |
| e    | 3.0                         | 2-4 | 4.5                 | 4-5 | 3.25                   | 2-4 |
| f    | 3.83                        | 3-5 | 4.14                | 3-5 | 3.50                   | 3-4 |
| g    | 4.0                         | 3-5 | 4.0                 | 3-5 | 3.50                   | 2-5 |

Table IV Case Study in Education and Culture

| Item | Presentation and Discussion |     | Importance of Topic |     | Level of Comprehension |     |
|------|-----------------------------|-----|---------------------|-----|------------------------|-----|
|      | $\bar{X}$                   | R   | $\bar{X}$           | R   | $\bar{X}$              | R   |
| 14a  | 4.6                         | 3-5 | 4.07                | 3-5 | 3.9                    | 3-5 |
| b    | 3.69                        | 4-5 | 3.83                | 3-5 | 4.23                   | 4-5 |
| c    | 4.53                        | 3-5 | 4.13                | 3-5 | 4.25                   | 4-5 |
| d    | 4.16                        | 3-5 | 4.28                | 4-5 | 4.00                   | 3-5 |
| e    | 3.4                         | 3-4 | 3.67                | 3-5 | 3.83                   | 3-5 |
| f    | 4.0                         | 3-5 | 4.14                | 3-5 | 3.50                   | 3-4 |
| g    | 3.4                         | 3-4 | 3.17                | 2-4 | 3.75                   | 2-5 |
| h    | 4.17                        | 4-5 | 4.0                 | 3-5 | 3.4                    | 2-4 |

Table V Psycho-Educational Case Study Approach

| Item | Presentation and Discussion |     | Importance of Topic |     | Level of Comprehension |     |
|------|-----------------------------|-----|---------------------|-----|------------------------|-----|
|      | $\bar{X}$                   | R   | $\bar{X}$           | R   | $\bar{X}$              | R   |
| 15a  | 3.4                         | 3-4 | 3.67                | 3-5 | 3.80                   | 3-5 |
| b    | 4.0                         | 3-5 | 4.17                | 3-5 | 4.0                    | 3-5 |
| c    | 3.50                        | 3-5 | 3.57                | 3-5 | 3.5                    | 3-5 |
| d    | 3.17                        | 3-4 | 4.14                | 3-5 | 3.83                   | 3-5 |
| e    | 3.4                         | 3-4 | 4.17                | 3-5 | 4.2                    | 3-5 |

Table VI Topics Related to Anthropological Concepts

| Item | Presentation and Discussion |     | Importance of Topic |     | Level of Comprehension |     |
|------|-----------------------------|-----|---------------------|-----|------------------------|-----|
|      | $\bar{X}$                   | R   | $\bar{X}$           | R   | $\bar{X}$              | R   |
| 16a  | 4.23                        | 3-5 | 4.28                | 3-5 | 3.9                    | 3-5 |
| b    | 4.16                        | 3-5 | 4.07                | 3-5 | 3.91                   | 3-5 |
| c    | 3.83                        | 2-5 | 3.69                | 3-5 | 3.54                   | 3-4 |
| d    | 4.23                        | 3-5 | 4.14                | 3-5 | 3.83                   | 3-5 |
| e    | 4.06                        | 3-5 | 4.28                | 3-5 | 3.76                   | 3-5 |
| f    | 4.07                        | 3-5 | 4.21                | 3-5 | 3.80                   | 2-5 |
| g    | 4.16                        | 3-5 | 4.38                | 3-5 | 4.07                   | 3-5 |
| h    | 4.15                        | 3-5 | 4.35                | 3-5 | 4.21                   | 3-5 |
| i    | 4.23                        | 3-5 | 4.42                | 3-5 | 4.23                   | 4-5 |

Table VII Group Construction and Participation

| Item | Presentation and Discussion |     | Importance of Topic |     | Level of Comprehension |     |
|------|-----------------------------|-----|---------------------|-----|------------------------|-----|
|      | $\bar{X}$                   | R   | $\bar{X}$           | R   | $\bar{X}$              | R   |
| 17   | 4.0                         | 1-5 | 4.40                | 1-5 | 3.92                   | 1-5 |
| 18   | 3.71                        | 1-5 | 4.14                | 3-5 | 4.00                   | 3-5 |
| 19   | 4.16                        | 3-5 | 4.13                | 3-5 | 4.07                   | 3-5 |
| 20   | 4.53                        | 3-5 | 4.28                | 3-5 | 4.25                   | 3-5 |
| 21   | 3.46                        | 1-5 | 4.76                | 3-5 | 3.72                   | 2-5 |

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APPENDIX A.

Abstract of Seminar Topics

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Topic: Linguistics

Speaker: Dr. R. Ohara

Date: September 19, 1972

Linguistics can be thought of as 1) a science, and 2) in the abstract.

Linguistics primarily concerns itself with four main areas:

- 1) phonology - sounds
- 2) morphology - sounds put together
- 3) syntax - arrangement of words in a sentence
- 4) semantics

Two major approaches:

- 1) structuralist
- 2) transformational generative - also a third approach
- 3) stratificational

Prediction - eventually synthesis among the three approaches will probably take place.

#### Transformational Generative

Language is composed of two sets of rules:

- 1) rules for generating sentences -- begin with simple sentence in the active voice - then discover in what manner these sentences can be transformed into more complex sentences
- 2) rules for transforming sentences by rearranging the parts, deleting certain elements, etc.

Four basic types of sentences:

- 1) N + LV + <sup>PN</sup>  
PA
- 2) N + IV (i.e., Sun shines)
- 3) N + TV + DO (i.e., Man kissed his wife)
- 4) N + TV + IO + DO (i.e., The man gave his son a present)

#### Structuralist Approach

Starts with sounds and moves to basic sentences in active voice. Their concern primarily ends here.

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Structuralist concerned with

- 1) surface structure
- 2) not too deep structure

Language - an arbitrary, learned system of vocal symbols used by human beings

Arbitrary - language is arbitrary on any level. There is no external logic that can be applied to how or why language operates. Basic sounds are arbitrarily selected. Language can be understood in terms of internal logic.

Learned - one is not born with a language but rather into a language. We are born with the capacity for language but we must learn it.

Systematic - language has a system that must be adhered to. When language changes, it does so in a systematic manner.

Vocal symbols - vocal language is largely spoken rather than written or read. Writing is a symbolization of symbols.

Symbols - (in simplest form) - something that stands for something else.

A person's language predisposes the patterns he habitually thinks in.

Speech - sets perception and logical relationships.

\*If you do not have a word for a concept, then you don't have the concept.

Meaning of words can change in different social groups. As culture changes, language changes - some words become antiquated, new ones are added, others change their meaning.

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SOME ASSUMPTIONS ABOUT LANGUAGE & MEANING

The statements below, like all generalizations, are subject to further verification and modification--should evidence indicate that modification is needed.

1. Thought and concept formation, except on a very elemental level, cannot exist without language.
2. The structure (i.e., syntactic possibilities) and vocabulary of one's language determines one's perception of the world around him.
3. Modifications in language will also modify one's perceptual framework and the modifications of perceptual frameworks will modify language behavior.  
Example: "machine age" - turning on "big wheel" -- transformation from machine to computer -- "computer age" - input-output programming
4. Since language is constantly undergoing varying degrees of modification, perceptual frameworks are also constantly being modified.
5. The processes of language change can give us insights into how these perceptual frameworks may be modified but they do not always explain why.
6. The addition, modification, freezing, and dropping of metaphors in a language alters the degree of awareness of the people who use that language.
7. The addition, modification, freezing, and dropping of words and literary styles alters the degree of awareness of the people who use that language.
8. Coherent communication cannot take place without an awareness of the interplay of the factors listed in 1 through 7.

Some of the statements above are based in large measure on the work of Edmund Sapir and Benjamin Whorf.

Sapir - a person's language predisposes him to certain ways of perceiving and conditions the categories in which he habitually thinks

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Topic: Anthropology

Speaker: Professor Pat Waterman

Date: September 27, 1972

Handout: What is Anthropology

Lecture:

Anthropology: specializes in cultures outside of Western Civilization usually assumed to be "dead end" cultures

Rousseau: "Noble Savage" concept-man living in small society tends to have high morals, living by a strict code while man in larger societies becomes defiled

Culture: maintain these characteristics within each culture

1. language
2. technology
3. economic system (produces, distributes, consumes)
4. educational system
5. religion
6. social organization
7. some form of government
8. esthetics
9. marriage

Language: is the vehicle through which culture is passed on

Social Evolutionary Concept: reached its peak during the 1700-1800's - the concept is basically characterized by ethnocentricity in that there is a belief in your own group having all the answers and, in addition, believing your answers are the best ones. There is also an assumed understanding that your way is at the top of a hierarchy and other groups progressively lower until the bottom group is the least like yours, i.e., marriage

Record: The record discussed that language is a function of:

1. place and time
2. culture
3. age
4. sex
5. occasion
6. circumstances

The author then enumerated on several points such as:

1. seeing what our values and assumptions are
2. noble savage concept and its meaning
3. techniques of getting to people
4. culture is stable and fluid - so is language
5. social evolutionary concept and its implications
6. value of cross-cultural work

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Topic: Linguistics

Speaker: Dr. R. Ohara

Date: October 4, 1972

Handouts: The Structure of American English

- 1) Phonemics - discussed
- 2) Morphemics - to be discussed next seminar

Knowledge of terminology will enable us to examine language systematically.  
Also, necessary in order to make generalizations.

No new sounds in American English since 1675.

Words have a way of changing meaning:

- 1) peduration - connotations associated with a word have become more negative
- 2) amelioration - connotations associated with a word have become more negative

There is no way to tell which words will pedurate and which will ameliorate.

Letters do not have sounds - they are just symbols.

Accent changes in sounds cause changes in meaning, i.e., rebel

Aphorism - short, concise statement

Euphenism - finding words to replace other words that get negative connotations

Handout:

Language is made up of 2 interlocking systems:

- 1) sound system - sum total of sounds which a language recognizes as making the difference between meaning and non-meaning
- 2) content system - sum total of the folkways which comprise the culture of the people using the language (values, behavior, patterns, etc.).  
Because culture changes, content systems change.

Sound system is the means through which a culture expresses its content system.  
The content system gives purpose to the sound system. If one system is absent, it follows that the other system is absent and therefore, there is no culture.

Phonemics - branch of linguistic science which studies the interrelationship of the sound system and the content system of a language - study of the functional sounds in a language.

October 4, 1972

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Non-functional sounds - have no influence on meaning

Functional sounds - do affect meaning

Phoneme - individual sound; any minimal functional change in the sound system of a language which brings about a change in the content system.

Phonemically non-functional - a change in the sound system does not elicit a change in the content system.

Phonemically functional - change in the sound system produces a change in the content system.

Minimal change - the change of one sound.

*Segmental phonemes - breaks up the continuous flow of sound into functional units.*

Suprasegmental phonemes - operate with the segmental phonemes and enable us to express shades of meaning in the content system.

3 types of suprasegmental phonemes:

- 1) stress - degree of loudness or softness with which we come down on syllables when we speak.

#### 4 Phonemes of stress:

- /ˈ/ (a) primary stress (strongest)
- /ˌ/ (b) secondary stress
- /ə/ (c) tertiary stress
- /w/ (d) weak stress

2 major structural functions of stress:

- (a) it determines if a particular group of segmental phonemes is to function as a noun or a verb. If primary stress is placed on the first syllable, it is a verb.
- (b) it also determines if a particular group of segmental phonemes is to function as an adjectival or a noun adjunct in conjunction with another group of phonemes.
- (i.e., Green house - 1) house that is painted green (adjectival)  
2) house in which the Greens live (noun adjunct)

- 2) pitch - rise and fall of the voice level in normal speech.

Four pitch phonemes:

- 4) extra high
- 3) high
- 2) mid or normal
- 1) low

Typical pitch patterns in English

- (a) 2-3-1 indicates finality
- (b) 2-3-2 indicates utterance is continuing
- (c) a rise to 4 level is rare in English except to indicate surprise or an imperative.

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- 3) terminals - (junctures) - pauses which take place in uttering a stream of segmental phonemes. Relative and function with stress and pitch.

4 types of terminals in English:

- 1) /+/ plus terminal or juncture; used to separate morphemes.
- 2) /→/ sustained terminal; occurs with /2-3-2 → 2-3-2/ pitch patterns.
- 3) /↑/ rising terminal; occurs with /2-3-2 and 2-3-4 ↑/ pitch patterns.
- 4) /↓/ falling or fading terminal; occurs with /2-3-1 ↓/ pitch patterns.

Stress, pitch and terminals, when combined, make up the intonation patterns, or prosodic patterns of the language.

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Topic: Linguistics (Morpheme)

Speaker: Dr. R. Onara

Date: October 11, 1972

Tentative Schedule:

Oct. 18th Acquisition of Standard English  
25th Dialects (material from Shuy book)  
Nov. 1st Systematic Variation of Language  
8th & 15th Model of Social Structure of Language  
Remaining seminars to be announced.

Review: Structuralist - starts and works with words to explain Language  
Transformation Generative - starts and works with sentences to explain Language

### 3 Morphemic Levels

- 1) referential - pointing at object; a word that has a referent in the real world
  - 2) distributional - meaning that a word gets when you put it into syntactic unit; isolated word can't be defined. i.e., play-to play (verb), a play (noun)
  - 3) notional - refers to the type of emotional reaction a person has to a word - can be favorable or unfavorable
- 3 operational levels
- 1) idiosyncratic - individual interpretation
  - 2) social - social groups, organizations
  - 3) regional level - national level

The part of the country an individual comes from helps control notional meaning. Extent control is directly correlated with amount of identification we have with a group.

In describing the "grammar" of a language, we can break it down into two basic parts:

- 1) phonemics - phones, allophones, phonemes
- 2) morphemics - morphs, allomorphs, morphemes

The elements of these two parts are in sequential order; that is, an allomorph contains morphs and a morpheme is a group of allomorphs.

Sounds can be in:

- 1) complimentary distribution - no other sound can appear without changing something, i.e., rapid or rabid
- 2) free variation - sounds are changed and meaning isn't affected, i.e., Baptist - Bap**t**ist

What controls sound is letter before it: Rat/s/ - Boy/s/ - Garage/tz/

Parts of Speech can be explained in the following manner:

- noun - plurality or possession (s)  
verb - S(3rd person singular), ed (past) auxiliary verb & ea(past participle)  
auxiliary verb & ing (present participle)  
adjective - suffixes er and est  
adverb - ly

The above definitions are more reliable than the traditional definitions. English is morphemically redundant in language.

Topic: Linguistics

Speaker: Dr. R. Ohara

Date: October 18, 1972

Language capacity is even across the board (socio-economic) for normal children - language learning potential exists and is present regardless of background. From 0-6 months things can happen to impede this potential.

Clarification of terminal

terminal - short pause for phoneme, clause or sentence identification

plus juncture + 3,3 intonation

single bar juncture / no longer exists

double bar juncture // continuing action - punctuate with commas where // occurs

double cross juncture # finality or rising to indicate frustration, anger, etc.

Lecture:

We will find individual differences in phonological, syntactic and semantic systems. However, we do have a common pronunciation of syntactic forms for the most part.

Standard English:

That group of dialects which has a minimum amount of interference, i.e., similarities more important than differences. Applicable to written English also.

Standard English does change in relation to place and time, culture, age, sex, occasion and circumstances, i.e., most Southern dialects have pedurated since the Civil War.

Standard patterns are highly correlated with social and economic power.

Index of performance is NOT an indication of index of competence.

Standard English is a mythological beast due to the changes that language goes through over a period of time.

William Labov - N.Y.C.

Stages in Acquisition (is chronologically oriented) of Language

1) Ages 1-5 Basic Grammar of Language

By the time a child is a year old, he has the tune (inflections) of the language by imitation. After this, the rest of the language process is refinement. Also the acquisition of phonetic syntactic patterns are acquired during this stage.

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- 2) Ages 6-12 Acquisition of the Vernacular  
Vernacular - language that is spoken by peer group

At this stage the child moves out of the home environment into school, peer group and neighborhood. He then develops the pattern of speech that he is most exposed to.

- 3) Ages 13-18 (14-15 intense period) Social Perception Evolving  
Individual in this stage stigmatizes certain patterns that are unlike his or that of his "group." If you attack language pattern of individual at this stage, you are, in essence, attacking his sense of identity.
- 4) Ages 14-17 Stylistic Variation  
Modifying vernacular in "group" according to prestige lines.
- 5) Ages 18-21 Development of Consistent Standard in particular group
- 6) Full range of dialects possibilities  
At stage 2 - 52% congruence with socio-economic group  
At stage 5 - 82-84% congruence with socio-economic group  
16-18% rate at which language is changing.

What happens when basic grammar isn't acquired by the end of first stage?

Language pattern is asymmetrical; only 1 or 2 basic sentence patterns - most common is the noun intransitive pattern.

Topic: Linguistics

Speaker: Dr. R. Ohara

Date: October 25, 1972

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Handouts: 1) Social Structure of Language  
Some Systematic Features of Social Dialects  
2) Social Structure of Language  
Phonology - American Regional Dialects

When people migrate, they take their dialect with them. The four axes from which dialects vary are:

1. phonological
2. morphemic
3. syntactic
4. semantic

We make judgments based on the way people speak.

Memorial Reconstruction - the process of reading to someone and having them retell what they heard, i.e., Goldilocks and the Three Bears.

We classify speakers according to:

1. acrolect - most prestige
2. mesolect - neutral
3. basilect - least prestige

We arrive at such a classification schema on the basis of variations from that "mythological monster" - Standard English. The higher the interference factors the lower the prestige/the lower the interference factors the higher the prestige.

Bloomfield explored the Chippewa Indian dialects and found this same system of ranking people according to interference rate.

Geographical areas cause a type of interference in that there are different names for different objects, i.e., soda

Variations are systematic and predictive. Fully patterned - appears consistently. Partially patterned - not too predictive.

Current research suggests that there is a direct correlation between socio-economic background and basilect.

We all belong to different dialect structures speaking several "lects."

What may be the acrolect in one social group may be the basilect in another social group.

Many people who stigmatize other's dialects find themselves to have the same dialect but are unable to hear it in themselves.

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Topic: Case Study Work

Speaker: Dr. Ferguson

Date: November 1, 1972

Handout: Principles and Conditions by J. Pine and Peter J. Horne

Handout: This handout, and article written by Gerald J. Pine and Peter J. Horne, discusses some of the basic principles and conditions related to learning and behavioral changes but not to specific learning theories.

Principles of Learning:

- P1. Learning is an experience which occurs inside the learner and is activated by the learner. (Thus, no one directly teaches anyone anything of significance. The learner must be personally involved.)
- P2. Learning is the discovery of the personal meaning and relevance of ideas. (People more readily internalize and implement concepts and ideas which are relevant to their needs and problems.)
- P3. Learning (behavioral change) is a consequence of experience.
- P4. Learning is a cooperative and collaborative process. (Through such approaches people learn to define goals, to plan, to interact, and to try group arrangements in problem solving.)
- P5. Learning is an evolutionary process. (Behavioral change requires time and patience.)
- P6. Learning is sometimes a painful process. (It is not easy to disregard familiar ways of doing things and incorporating ways of believing, thinking, and valuing. This pain is usually followed by appreciation and pleasure in the discovery of an evolving idea or a changing self.)
- P7. One of the richest resources for learning is the learner himself. (Each individual has an accumulation of experiences, ideas, feelings, attitudes which comprise a rich vein of material for problem solving and learning.)
- P8. The process of learning is an emotional as well as intellectual experience. (Learning is affected by the total state of the individual. To maximize the acquisition and internalization of ideas it seems reasonable that the people problems would have to be dealt with first.)
- P9. The processes of problem solving and learning are highly unique and individual. (As people become more aware of how they learn and solve problems and become exposed to alternative models used by other people, they can refine and modify their personal styles so that these can be employed more effectively.)

Conditions Which Facilitate Learning:

- C1. Learning is facilitated in an atmosphere which encourages people to be active.
- C2. Learning is facilitated in an atmosphere which promotes and facilitates the individual's discovery of the personal meaning of ideas.
- C3. Learning is facilitated in an atmosphere which emphasizes the uniquely personal and subjective nature of learning.
- C4. Learning is facilitated in an atmosphere in which difference is good and desirable.
- C5. Learning is facilitated in an atmosphere which consistently recognizes people's right to make mistakes.
- C6. Learning is facilitated in an atmosphere which tolerates ambiguity.
- C7. Learning is facilitated in an atmosphere in which evaluation is a cooperative process with emphasis on self-evaluation.
- C8. Learning is facilitated in an atmosphere which encourages openness of self rather than concealment of self.
- C9. Learning is facilitated in an atmosphere in which people are encouraged to trust in themselves as well as in external sources.
- C10. Learning is facilitated in an atmosphere in which people feel they are respected.
- C11. Learning is facilitated in an atmosphere in which people feel they are accepted.
- C12. Learning is facilitated in an atmosphere which permits confrontation.

Dr. Ferguson suggested that, in our situation, we should put the word counseling in place of learning and apply these principles to the case study setting.

Comments made by Dr. Ferguson on Case Study Work:

Early literature was from medical models based on clinical setting.

Questions we might ask ourselves before starting a case study:

Why am I doing a case study? What's the purpose?

1. to prescribe program-instructional, guidance, remedial or developmental
2. for placement decisions
3. for guidance-to help child's self-concept--many schools do not share the information they obtain with the child

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#### Why Research?

1. to gather baseline data
2. the data is used in testing hypothesis
3. can evaluate changes over time

#### Are case studies Problem-Centered or Developmental:

Majority of studies are problem-centered.

Generally speaking, the case study allows the child to learn about the examiner and examining situation - through types of questions, non-verbal perceptions and perceptions about what you expect.

Case study work is very much a human involvement method.

A more humanistic approach to problem-centered cases can be resolved by involvement of parent, teacher and others involved in the case. Different approaches to a solution should be encouraged.

Be selfish before working on cases!

1. get some of your own problems worked out
2. what questions might you be afraid to ask?
3. what questions bother you?
4. is your own anxiety going to create problems?

Use case studies to help you understand how you function.

#### Parent-Case Worker rapport

1. Establish at the beginning that parent doesn't have to answer any unpleasant questions.
2. Case worker is not trying to pry but is trying to help the child in his education.

#### Possible Case Studies

1. strengths of a child
2. problem-centered case study using medical model
3. take the role of the examiner to do case study
4. information gathering about child for information or cumulative folders

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Topic: Case Study Approach for Linguistics

Speaker: Dr. R. Ohara

Date: November 8, 1972

Generalizations - regardless of field:

- 1) background of what has been done in the area that you are working in
- 2) know community
- 3) recognize that you are a stranger in community
- 4) entry into community is effected by the power structure, people whose opinions are attended to, of the community
  - a) 2 types of people that are effective
    - 1) barber - opinion leader
    - 2) mortician
  - b) give impression of helplessness - you are no threat to community - may be more applicable in Linguistic field
  - c) participation in community affairs - appropriate to your particular age and sex
  - d) render some sort of service that would otherwise be unavailable
  - e) look beyond words themselves - into verbal communication - what you hear may not be what is being communicated

Sometimes it's just hunt and peck to find gatekeepers.

After experience - you learn how to recognize gatekeepers; it's not the people who speak first.

Community meetings - is a good means of introduction to community and members.

What are you trying to find out in your interviewing?

Jean Gowen: Medical information - large part of interview  
Observation of child - developmental history  
Rapport of mother and child - very structured interview

What are behavioral qualities you are looking for?

In what manner are you going to get the information?

Types of information sheets:

- 1) standardized responses
- 2) open responses - inquiring approach

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What would you like for your child to get from this program?

Which type of question would be appropriate?

- 1) At what age did your child begin to walk?
- 2) In comparison to siblings, was your child early or late or same in beginning to walk?

It depends on who needs the information and what the use is going to be.

Be careful with emotionality attached to words.

Do you know what some of your questions are?

Have any of you done any interviewing?

One must have a good memory bank and know exactly what information is needed before entering into interviewed environment.

Educational and semi-clinical types of interviews are the sound of our work.

Were there any problems encountered in communication with teacher administration or supervisor?

Do you want to find out specific answers from guidance people to help you develop better communication with parent-child-teacher?

Problems encountered:

- 1) teacher requests answers from one of field workers in reference to epileptic child. Should a social worker be called in?

Answers: What really is epilepsy? Get medical report. Can field worker do anything to help?

Initial step: go to teacher - two-fold interview:

- A) to help field worker understand - act ignorant - information needed to help field worker's purpose
- B) help teacher clarify how she feels and teacher may open up on "hang-ups."

Clarification on term interview:

Are students to make initial contact?

Eliminate further referrals and adding further members on team

Start with teacher, pupil, field worker.

Get all information you can.

Don't keep passing the buck to other people. Take the challenge up yourself.

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Find other terms than case-study or interview that have more relevant communication meaning to us as teacher

We should try to get:

- 1) some skill of how to talk to child
- 2) some skill of how to talk to the teacher
- 3) skills of how to talk to mother
- 4) skills to take when talking to parents of different cultures

From an anthropologists point of view:

5 things in an interview

- 1) watch questions - develop sensitivity
- 2) train your memory
- 3) ask questions - direct - indirect
- 4) listen to participant - observer
- 5) make a report

For improvement on interview skills:

- 1) You may interview people with different attention spans.  
If you do then time yourself.
- 2) You need to control the setting.  
Basically - be prepared when you go for interviews
- 3) use the buddy system
- 4) use "what I heard you say was" to show reliability of interview

Topic: A Frame of Reference for the Social Structure of Language

Speaker: Dr. R. Ohara

Date: November 22, 1972

We need to provide a larger frame of reference for social structure of language.

One way to look at it is to use a model or a schema of various components.

3 general classifications:

1. The Relevant Classes and Types of Communication Events in a Society

A. Keys of discourse

1. intimate - private language developed within class; interpersonal relations; little planning in advance; elliptical pattern; i.e., "baby talk."
2. familiar - between people of fairly complete rapport and similar interests; minimum of background is needed; can anticipate thoughts.
3. consultative - the pivotal key, required of every speaker of language in order to communicate in society; most frequently used away from home; must have standardized feedback system - whether feedback is correct or irrelevant.
4. deliberative - used by most teachers; for moderate size groups of people; feedback not as relevant; detached from audience; the, thou, you - use of signals to change keys.
5. oratorical - elaborate; speech of politician; lawyers, and preachers; feedback of little relevance; sounds like it was written to be read; the vocabulary is very polysyllabic.

There is all sorts of potential for communication breakdown existing within these keys. Each key gets more complex and requires more planning.

B. Types of relevant communication

1. person - to - person
2. person - to - group
3. group - to - group

2. Elements Constituting the Relevant Classes and Types of Communication Events in a Society.

A. The Sender

1. age, education, sex, socio-economic status
2. status - things signaling status; i.e., "honorifics", sir, man, Dr. - things which signal status in one part of the country do not necessarily signal status in other parts

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3. assumed knowledge or actual knowledge
  4. polish - status sub-sumes amount of polish necessary for that level
  5. conformity or lack of - to socially approved grammatical key
- B. the channel - determines way you communicate
- C. a code
1. elaborate
  2. restricted
- D. topic - subject of communication must be considered

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Topic: A Frame of Reference for the Social Structure of Language  
(continued from November 22)

Speaker: Dr. R. Ohara

Date: November 29, 1972

Three General Classifications:

3. The Range of Functions Which Communication Serves Within a Particular Society
  - A. Identificational
    1. helps identify "self" as an individual (me)
      - a. within society
      - b. within groups in society
    2. helps identify "self" as a member of a social group (I)
    3. implications - when one member of society challenges another's manner of speaking, the second member's whole societal identification is challenged
  - B. Directive, Persuasive, Informative
    1. Often in communicating with another person, the range within which one is speaking is not clear
    2. One range may appear to be another
  - C. Contact
    1. How is communication established between two people?
    2. How is it effective or ineffective?
    3. Is it necessary to set up a frame of reference so that communication can flow?
  - D. Rhetorical
    1. not to make a point forcefully
    2. Talking for emotional effect rather than content

What is the interaction between the three classifications?

Generalizations:

1. Given the types of situations in schools today, teachers should know the range of systematic variation and the degrees of patterning which the students bring to school.
2. Care should be taken not to stigmatize a particular variation; children should not be made self-conscious about their speech, which may threaten their sense of identity.

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3. Students should be presented with alternative forms to communicate the same material.
4. Should be made aware of the various ways of communicating, and when they are appropriate.
5. Teachers should work for the reduction of the frequency of the systematic variation features which cause the greatest amount of problems in communicating.
6. The goals which teachers adopt should be realistic and not idealistic.
7. A sequential, rational program is best in reducing systematic variation in school children.

Dr. Ferguson:

Is the case study of a child to determine the child's interaction in class and with the teacher?

Can the case study of the child also examine the "me" of the child-the individual?

In doing a case study, what is going to be used? How is it going to be used?

Some projective techniques suggested by Dr. Ferguson are as following:  
(these projective techniques to discover the "individual" in the child)

- 1) descriptions using magazine pictures
- 2) stories the child tells
- 3) "How do you feel about..."
- 4) "Tell me what happened before....., or after..."

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Topic: Discussion of Barbara Love Speech "Children's Dialects: Some Implications for Teaching in Urban Schools"

Speakers: Drs. Cole, Ohara, Ferguson

Date: January 10, 1973

Handouts: Transcription of Barbara Love's Speech

Are socio-linguists and psychologists in some sort of conspiracy to "do blacks in?" Roger Shuy has stated that they (linguists) do not have anything of this sort in mind.

Barbara Love's statement and position on this question is merely a summation of research in this field. Her main attack is against attitudes on the part of teachers. She talks about the notion of self-fulfilling prophecy which a lot of people are not concerned about.

Dr. Cole: An enormous amount of research has been done on this topic of Black English, and has been compiled by a graduate student in North Carolina. (Note: This handout will be available in the Resource Room, FAO 254)

Question: Has much research been done separating the economic deprivation aspect from the Black English aspect of this problem?

Dr. Cole: This has been much of the thrust of Labov's work. There is certainly plenty more to be done. The economic class and background are certainly some of the standard variables which we try to isolate. The most thoroughgoing studies have been done with urban situations. An area in which this can be expanded is into non-urban areas.

Question: What about the early intervention concept? How early can one intervene in working with these problems?

Dr. Cole: The rationale for intervention is that there is something to intervene for. Barbara Love refuses to grant this point, saying that nobody needs to intervene in the lives and education or nurture of Black children because none is required for the assumed deprivations of various sorts are simply not there.

Dr. Ferguson: Do the institutions of our culture systematically pre-dispose kids to problems? Teachers are a part of these institutions which not always wittingly systematically reinforce these problems in language patterns. Schools are one of the primary institutions which pre-dispose kids to mental health problems and learning disability problems. Because there are things we do in school that we are not even always aware of. The Blacks are perhaps a good example: there are things we do in school which predispose Black kids to be drop-outs.

January 10, 1973

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Mental Health concepts state that we should try to work in prevention - go ahead of the problem actually occurring to the point where you can identify symptoms and do something with them. There is also the level of primary prevention saying that these kids are pre-disposed to their problems by primary institutions in which they live - families, neighborhoods, schools. Thus, the kid may be that way even before he is born.

The questions come to mind: can we work to change those "primary institutional elements? Can we work to help those "future parents" today - educate those high school kids so that their kids will not have those problems?

Dr. Cole: The whole evaluation of a child's language is so loaded with subjective inferences which we as educators may not be fully aware of. If we become aware, what steps should we take to begin to work out some of these differences?

Is there an accurate distinction between normal and abnormal processes? It is difficult to distinguish the Black child with some kind of abnormal defect from the normal Black child. All have been lumped together as abnormal.

At this time there is no diagnostic tool to distinguish Black normal language from Black abnormal language. Would it be possible to develop culture specific measures to test kids? There are often regional dialect variations to consider. How can verbal deficits be determined when the norms themselves are regionalized. For example: Some test items manipulate prepositions in sentences. (Does a person get sick at or to his stomach?)

Jean Gowen: Are some children merely "experience" deprived when they arrive in school? What if the child arrives in school not talking, or with very little language?

Dr. Ohara: Most people assume that children come to school as a "tabula rasa." Children may not be aware of language rules and patterns as such, but they do come to schools with much "intuitive" knowledge about language. Our responsibilities are to build on strengths and competencies which they bring to the classroom. However, it does take a knowledge of how the language is formed in order to begin evaluating, diagnosing, and prescribing for language problems.

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Topic: Participant Observation Method

Speaker: Dr. J. Olson

Date: January 24, 1973

Handouts: Participant Observation: A Method for Studying the Lives of the Disadvantaged

The Culture of Poverty by Oscar Lewis

Anthropology and Education by Harry F. Wolcott

Social and Institutional by Harry F. Wolcott

Field Study Methods for Educational Researchers: A Bibliography  
by Harry F. Wolcott

When School Children Talk Black At the Teacher by Walter Mercer  
(Handout for Dr. Ohara)

The Participant Observation Method is a means of gathering data in the natural environment as contrasted to the captive audience of a clinical environment. Participant observation allows one to learn firsthand about the culture, mores, and habits of the people whom we study.

Note: See handout on Participant Observation.

The minority groups listed in Section I are some of the oldest people in America. These are not new minorities, but were "discovered" when they began to move into the cities. Before this move they had been "out of sight, out of mind" in the rural areas or on the reservations. They were considered as "marginal" people in our society. Once in the metropolitan areas, these people were out of their home environment. These minority groups have been the major sources for the special education and poverty programs. It is said of these people that "poverty breeds poverty."

Note: See Oscar Lewis handout on "poverty."

The Schools in this situation try to impose the values of the institutions on children who do not hold those same values. One of the methods of determining what those values are is the "participant observation" method.

Once a minority people moves into the urban society, the parents (the first generation to live in the city) have problems adjusting to urban life, and suffer from feelings of alienation. The schools begin to have an impact on the second generation of these rural-background cultures. However, the schools also find that these minority group children have trouble coping with the school rules, and often make mistakes out of ignorance more than design.

The widespread availability of television has provided for these rural cultures the view of American society of the soap operas and movies. Thus, these people have misconceptions of the types of lives which other city dwellers live, and perhaps feel even more alienated.

January 24, 1973

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The idea held by many people that "the American population is a stable population" is an erroneous one. Statistics show that each American lives in 2½ states in his lifetime. Minority groups move even more than the average population. An example is the Red man: he has been constantly transient between his reservation and an urban area. He works for about six months in the urban area, makes enough money to live the rest of the year, and then returns to his reservation for the remainder of the year.

Education is a sequential assumption, and that's why there's so much trouble with children who migrate with their parents. Life style studies are needed for these peoples. Participant observation would be particularly helpful in such cases.

Section IV of the Participant Observation handout points out that while observing, one must try to be as inconspicuous as possible so that a state of naturalness can be maintained in the situation being observed. It is also advantageous to try to find someone who will act as a sponsor or go-between between you and the community. If a bond of trust is established with this sponsor, a lot of hurdles in the community structure can be overcome.

In the actual observation situations, all notes taken must be kept confidential as a legal precaution. Permission should always be obtained before using a tape recorder to record information.

In observing a family or group, the observer should try not only to determine the formal structuring, but also the informal and not so obvious relationships. Family histories are also very helpful in finding out these informal structures.

The higher the educational level of the parents, the more predictable is the child's success in the societal institutions. The background of the parents is the most important institutional element. Certain socio-economic groups raise their children in certain ways.

Gene Glass's "Education for the Socially Disadvantaged Child" tells us how alienated a group can be from society.

Application of the participant observation method in observing a child in the schools - see article by Walcott.

It is important to see visually what the child does in the classroom, and how he functions in the class with his peers. Then you can try to set up a structure to fit the data.

Louis Smith from Washington University in St. Louis has established some techniques for observing in a classroom setting.

The anthropological attitude is to observe a situation assuming that "we do not know these people, how they live, and how they react." Then try to set up some kind of structural model from the data gathered.

A final but important point to remember is: we would have difficulty understanding other people if we do not understand our own relation to our own society.

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Participant Observation, a Method for Studying the  
Lives of the Disadvantaged

- I. The impact of a metropolitan industrial society on
  - A. The Black Man
  - B. The Mexican-American
  - C. The American Red Man
- II. Some shared characteristics of the poor in metropolitan America
  - A. Alienation from public and private institutions
  - B. Non-urban cultures in an urban society
  - C. No identification with the majority population
  - D. Constant transient status
- III. A limited knowledge base of the "disadvantaged"
  - A. Census data is very limited
  - B. "Life style" studies needed
  - C. Oscar Lewis and "The Culture of Poverty"
- IV. "Participant Observation," a method for studying the lives of the disadvantaged.
  - A. A non-reactive position
  - B. An initial sponsor into the community
  - C. Establishing a bond of trust
  - D. Finding a position within their society
  - E. Family histories
  - F. Field notes - tape recorders
  - G. Formal and informal relationships between individuals  
individuals and groups, and between groups
  - H. Value structures
  - I. Child rearing practices
  - J. Sources of Income
  - K. Perceptions of themselves in relationship to society
  - L. Relationships with public and private institutions
  - M. Comprehending their language
  - N. Problems of Participant Observation Studies

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APPENDIX B

Questionnaire

Singh

FEEDBACK RATING SCALE (FRS)

During the past three quarters you have been involved in an interdisciplinary seminar. The seminar was intended to 1) explore the different facets of several disciplines and their contributions in the early alleviation of learning and behavior problems among young children, and 2) create understanding among graduate students concerning the ramifications of pluralistic cultural context. The following major topics were discussed. Each topic has three parts (level of presentation and discussion, importance of topic, and level of comprehension). Please rate all three parts on the five-point scale.

|                                                                           | Level of Presentation & Discussion |       |         |       |           | Importance of Topic   |                            |                    |                          |                     | Level of Comprehension |               |         |               |           |
|---------------------------------------------------------------------------|------------------------------------|-------|---------|-------|-----------|-----------------------|----------------------------|--------------------|--------------------------|---------------------|------------------------|---------------|---------|---------------|-----------|
|                                                                           | Far                                | Below | Average | Above | Far Above | Extremely Unimportant | Below Average Unimportance | Average Importance | Above Average Importance | Extremely Important | Far Below              | Below Average | Average | Above Average | Far Above |
| 1. Introduction to Linguistics.                                           | 1                                  | 2     | 3       | 4     | 5         | 1                     | 2                          | 3                  | 4                        | 5                   | 1                      | 2             | 3       | 4             | 5         |
| 2. Introduction to Anthropology.                                          | 1                                  | 2     | 3       | 4     | 5         | 1                     | 2                          | 3                  | 4                        | 5                   | 1                      | 2             | 3       | 4             | 5         |
| 3. The Structure of American English I.                                   | 1                                  | 2     | 3       | 4     | 5         | 1                     | 2                          | 3                  | 4                        | 5                   | 1                      | 2             | 3       | 4             | 5         |
| 4. The structure of American English II.                                  | 1                                  | 2     | 3       | 4     | 5         | 1                     | 2                          | 3                  | 4                        | 5                   | 1                      | 2             | 3       | 4             | 5         |
| 5. Stages in Acquisition of Language.                                     | 1                                  | 2     | 3       | 4     | 5         | 1                     | 2                          | 3                  | 4                        | 5                   | 1                      | 2             | 3       | 4             | 5         |
| 6. Social Structure of Language.                                          | 1                                  | 2     | 3       | 4     | 5         | 1                     | 2                          | 3                  | 4                        | 5                   | 1                      | 2             | 3       | 4             | 5         |
| 7. a) Principles and Conditions related to learning and behavior changes. | 1                                  | 2     | 3       | 4     | 5         | 1                     | 2                          | 3                  | 4                        | 5                   | 1                      | 2             | 3       | 4             | 5         |
| b) Case Study - An Approach                                               | 1                                  | 2     | 3       | 4     | 5         | 1                     | 2                          | 3                  | 4                        | 5                   | 1                      | 2             | 3       | 4             | 5         |
| 8. Generalizations - regardless of field linguist's point of view.        | 1                                  | 2     | 3       | 4     | 5         | 1                     | 2                          | 3                  | 4                        | 5                   | 1                      | 2             | 3       | 4             | 5         |

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13. Cont'd

f) to be able to compare the linguistics of different cultures within the fieldwork setting.

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

g) how the information gathered above could be used for the development of language games and code switching

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

14. Case study in education and culture

Films & Record

a) Four Families (film)

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

b) Nanook of the North (film)

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

c) Hopi Education (record)

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

Books

d) Nichu: A Japanese School

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

e) A Borneo Childhood

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

f) A Kwakiutl Village and School

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

g) Shut Those Thick Lips

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

h) The School at Mopass

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

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16. Cont'd

Culture: (cont'd)

b) is cumulative, transgenerational, and constitutes man's adaptive dimension.

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

c) enables man to adapt to his environment and his history.

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

d) differ in that each has made its own adaptation to its individual history and environment.

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

e) many different adaptations are viable, therefore, every viable culture is worthy of respect and study.

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

17. Small group discussion.

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

18. Large group discussion.

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

19. Incidental learning.

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

20. Faculty participation.

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

21. Student participation.

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

22. Comments and suggestions.

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

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9. Relevant classes and types of communication. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
10. A frame of reference for social structure of language. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
11. Discussion of Barbara Love's speech, "Children's Dialects: Some Implications for Teaching in Urban Schools". 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
12. Discussion related to attitudinal content.
  - a) Boundary breaking. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
  - b) Paper "Ethnic Relations: Dare Teachers Attempt to Humanize Themselves, Much Less Social Studies." 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
  - c) Participant observation - an approach. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
  - d) Rap session (follow up). 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
13. Linguistic Approach to Case Study
  - a) to deal with raw data from field-work experiences. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
  - b) to be able to understand language and phonology. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
  - c) to acquire experience at transcribing language. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
  - d) to find what components make up a dialect. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
  - e) to discover what extent it might be possible to determine if students have measurable retardation. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

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15. Psycho-Educational Case Study (child study)

|                                              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|----------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a) Model for doing child study               | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1) identification, clarification of problems | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 2) analysis of causes                        | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 3) developing suggestions for solutions      | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 4) follow up                                 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

16. Anthropological Concepts: Anthropology:

|                                                                                                                                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a) is the holistic study of man, from his origins to the present, in all the aspects of his cultures.                              | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| b) is a social science using the scientific methods of participant-observation and comparison, leading to hypotheses.              | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| c) views man as having evolved over millions of years, through the same evolutionary process as other species, from earlier forms. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| d) views man as differing from other species in his possession of culture                                                          | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

Culture:

|                                                                                                                                |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a) is defined as those organized concepts, manifest in act and artifact, learned and shared by man as a member of his society. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

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